Coping With Anger

DP 010 - Developmental Intervention

By

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Acknowledgements

The workshop in its present form has evolved from a one session workshop devised in 1978 by Pat Semmelman, Janet Strouss, Laura Thomas, and this author. The original workshop was sponsored by the Office of Women's Services and the Counseling and Consultation Service, The Ohio State University.

Refinements were suggested by co-leaders conducting the workshop at the Counseling and Student Development Center, Northern Illinois University: Joan Dallam, Dan Hynan, and Sharon Krupa.

The thoughtful feedback of numerous workshop participants has been very helpful in the further development of the workshop.

Finally, staff members of the Office of Counseling and Student Development, University of Rhode Island, have contributed support and encouragement for the writing of this manual.

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INTRODUCTION

"Coping with Anger" is a two-session structured workshop designed to help participants improve their ability to deal with their own feelings of anger. Specific goals include:

1. recognizing one's own anger
2. understanding the normality of angry feelings and the importance of expressing them
3. learning methods of expressing anger that are constructive rather than destructive.

Although developed on three college campuses (The Ohio State University, Northern Illinois University, and University of Rhode Island), it is thought that the workshop can be used with a broad spectrum of individuals; it has been especially popular with students in the older-than-average category.

Optimal size range for the group is 6 to 20. Sessions generally last about two hours. It is important that the workshop be conducted in a location that affords privacy, since participants tend to be self-conscious about the expression of anger, and they are encouraged during the workshop to experiment with several methods of expression.

The workshop can be used successfully both in conjunction with ongoing counseling or therapy; and with self-selected individuals who view the group as an opportunity for personal growth.

Workshop format. The workshop was originally part of a series of one-session structured groups for women sponsored by the Office of Women's Services and the Counseling and Consultation Service, The Ohio State University. The series, entitled "Coping with...." allowed women to drop in, without pre-registering, to learn skills for dealing with such issues as depression and anxiety. (At that time--1978--the most powerful impact seemed to come early in the workshop, when one leader said, "It's okay to feel angry," and a ripple of relief traveled around the room.)

In subsequent work at Northern Illinois University it was decided that, despite the advantages of a one-session format (participants need make no commitment to more than one session, and attendance on a drop-in basis was tolerable to the leaders, since their commitment was only for one session as well), two sessions would provide a better workshop. The amount of material covered in the workshop is considerable, and attempting to cram it into three hours seemed to wear out both participants and leaders; the tight scheduling also did not allow time for thoughtful discussion of questions and reactions; and it was thought that the elapse of time between sessions might offer the advantages of a "distributed practice" effect--since most participants had experienced various life-long prohibitions regarding the expression of anger, it might be better if the permission-giving that occurred in the workshop were experienced on two occasions rather than just once.

There is reason to believe, however, that while the two session workshop does offer considerable advantages in terms of the quality of the participants' experience, it does indeed tend to draw fewer participants
than the one session format. It has also been noted that the first offering of the workshop by a particular agency seems to draw the largest number of participants. At this point it appears that if it is particularly desirable to reach large numbers of people with the workshop, it might be best to offer it for the first time as a one session group, with no pre-registration required; if the emphasis is on quality of experience, as when the workshop is conducted in response to the presence of a number of clients dealing with anger problems, then the two session format described in this manual will be optimal.

Workshop participants. When first designed, the workshop was conceptualized as serving to help women, who tend to be inhibited in their expression of anger, to become more open with it. The typical participant was anticipated to be repressed, mousey with her anger. If she ever exploded with it, the explosion was emotionally upsetting to her, and to a lesser extent to others, but certainly not physically dangerous to anyone.

When actually conducted, the workshop has typically elicited participants who, whether men or women, primarily fit this pattern. However, there are always one or more participants whose anger is different—individuals who seem overtly angry all the time, or who become violent and dangerous when their anger builds to the flash point.

The information conveyed in this workshop is useful to all people who have a problem with anger. Almost always, whatever the particular problem experienced by the person, the root of it lies in a distrust of angry feelings and an inability to deal with anger-causing events routinely as they arise. The workshop focuses on helping people to change their attitudes about the legitimacy of expressing anger, and to develop methods for appropriately expressing their feelings as they arise. There are particular issues, however, that warrant differential handling in the workshop.

For the overly inhibited, mousey, non-violent type, the workshop is at its best when it motivates the person to let go of restrictions, enjoy the feelings, become more powerful, etc.

For the violent person, on the other hand, the workshop must make clear that expression of feelings must be kept under some kind of control. This kind of person needs to be encouraged to respect his or her fears of becoming violent. For the benefit of people like this, the workshop emphasizes, in addition to the "freedom" theme, the importance of using one's head to assess situations, thinking before acting, channeling the anger into constructive rather than destructive means of expression.

The habitually angry person is perhaps the least quickly helped by this workshop. This person typically is seething with old, unresolved feelings and/or may be continually generating new ones. The workshop can be helpful in offering this kind of person insight into healthier ways to handling anger as it arises, and techniques for beginning to bleed off some of the old stores of anger. However, this kind of person will typically find less immediate relief than other workshop participants, and usually is in need of therapy or counseling for help in resolving the issues that are keeping the person stuck in her or his destructive patterns.
It is important that the leader figure out who in the workshop fits these various patterns. Asking the participants to tell the group why they have joined the group helps, as can having them fill out one or more questionnaires about their behavior with anger.

**Leadership.** Typically the workshop is conducted by two co-leaders, both of whom are experienced counselors or therapists. If the size of the group is small (ten or less) and the leader knows the format and concepts well, one person can lead it alone successfully and without excessive strain. This is one workshop in which the use of paraprofessionals is generally ill-advised. It is important that the leader have a good understanding of the ways in which anger is typically handled in our society, as well as having experience with the healthier modes promoted in this workshop. Unhealthy attitudes toward anger are so prevalent in this society that for most individuals special training, such as that received by counselors, may be necessary for the development of relatively well-balanced attitudes toward anger. Further, the topic of the workshop may pull some individuals who are troubled by anger to an even greater extent than the average person--individuals who may be in need of therapy, whether or not they have identified and/or followed up on that need. The leader must be able to handle individuals who may be fairly disturbed without disrupting the flow of the workshop, so that matters don't come to a halt while one person perseverates on a problem that cannot be resolved in a workshop of this type. He or she must also be facile at making referrals to therapy for those individuals who are in need of it.

The success of this workshop also depends on the leader being comfortable with give-and-take interaction. Because the workshop involves the presentation of a large body of information, it is important to keep participants involved by drawing on their own experience and insight as much as possible, through such means as asking them to generate the concepts; and inviting questions, which may bring up new topics at a time premature to the leader's original plan. The leader can pull as much as possible on the participants' own supply of information only when s/he has the concepts of the workshop so well in hand that there can be a comfortable integration of a wide variety of responses at any point in the flow of the session.

Finally, the workshop seems to work best when the leader is genuinely attracted to the topic of the workshop. The leader is a role model who demonstrates a healthy attitude toward anger. The workshop seems to generate enthusiasm and eagerness to experiment when the leader tends to get excited by the idea of people changing and indulging their anger. Especially attractive to participants, it seems, are those times when the leader communicates an impish or slightly wicked pleasure at the notion of letting one's anger out through verbal or non-verbal expression. The leader becomes an instigator for the participants.

**Evaluation research.** It is strongly recommended that workshop leaders engage routinely in format evaluation, i.e., asking participants questions about the format and effectiveness of the workshop. Criterion-referenced research has also been begun, through use of a battery of questionnaires about anger, employing a pre-, post-, follow-up design. This pilot work, which is still in progress, has been slow because of the relatively small numbers of people in each workshop, necessitating the pooling of data from several workshops. The measures employed in this preliminary work are listed in the 'Evaluation' section of this manual. It would be greatly appreciated if
readers using any of them would share their results with this author.

A word about the manual. The author has fleshed out the bare bones skeleton of the workshop with a great deal of didactic information which the workshop leader may find somewhat overwhelming ("What an awful lot of information to put into a structured group!") or even slightly irritating ("I'm an experienced counselor and understand anger well; why is she explaining every concept?")

In including so much information, I have intended no disrespect for the competency of those who will be leading the workshop; rather I hope that presentation of concepts in the manual will be a useful stimulus, alerting the user to issues that may well arise in the workshop. It is unlikely that all the information will be conveyed with any one group; it is hoped, instead, that the leader will focus attention on those concepts which seem most appropriate for those present.
Three methods for recruiting participants are illustrated on the following pages. Page 6 contains a memo that was used to elicit referrals to the group from counselors encountering individuals who would benefit from the workshop. Also reproduced is an example of a newspaper article that advertised the availability of the workshop to a campus community. The following page illustrates a handout that was given to students when they signed up for the workshop; this particular memo, written by the author and Dan Hynan of Northern Illinois University, was designed for a workshop in which it was planned to have students fill out a battery of questionnaires as part of a pilot outcome study.
MEMO

TO: All Counselors in OCSD and CS

FROM: Grace Frenzel

RE: COPING WITH ANGER WORKSHOP

DATE: 3/2/81

A two-session workshop on Coping with Anger will be held on two consecutive Mondays, March 16 and 23, from 3:30 to 5:30 in Room 315. If you are interested in leading it with me, let me know.

The workshop is open to clients and non-clients as well.

The workshop focuses on the following topics:

Nature of anger—synonyms; importance of recognizing and dealing with it; distinction between feeling the emotion and how one behaves in response to the anger; differences between constructive and destructive expressions of anger.

How to recognize one's own anger.

Constructive expression of anger—practice in some mild physical expressive techniques (rolled-up newspaper, etc.); role-playing a verbal communication model.

The workshop tends to be more effective with persons who habitually are inhibited in expressing anger, but can (especially in the context of ongoing therapy) be helpful to persons who tend to exaggerate their anger or be explosive.

Please ask me if you have any questions about the appropriateness of the workshop for any of your clients.

The Northern Star, 11/15/79

ANGER COPING WORKSHOP PLANNED

Alternative ways of coping with anger will be the subject of a workshop to be held at 7 pm, Thursday in the Counseling and Student Development Center, on the sixth floor of the Holmes Student Center.

"I would like to help (individuals) recognize that their anger is natural," Grace Frenzel, a counseling psychologist for the Development Center, who will be leading the workshop, said. "People can learn effective ways of communicating their anger to other people," she said.
The workshop participants will concentrate on recognizing why they get angry and why different people react in the ways they do. There will also be a short lecture focusing on different aspects of anger that are important for people to know, Frenzel said.

Fantasy and role playing exercises will focus on helping participants realize how they react in an anger situation and give them feedback on their reactions from others in the group.

"Many people either get mad and bury their anger hoping it will go away or they explode. There are actually a lot of things people can do with their anger that are a lot more helpful to them," Frenzel said.

**COPING WITH ANGER**

WHO WOULD BENEFIT FROM THE PROGRAM? Anger is frequently regarded as an "unacceptable" emotion, one that is necessarily destructive and harmful to people. Yet it is natural that everyone feels anger from time to time. People who tend to "bury" their anger find that generally it gets expressed in some way, through such forms as depression, coldness toward others, or headaches. Others have difficulty controlling their tempers and as a result get into many conflicts. There are methods for dealing with anger which are much more constructive. People who have concerns about how to deal with their anger and would like to explore alternate methods of dealing with it would benefit from this workshop.

WHAT CAN I EXPECT TO GET FROM THE PROGRAM? The program will cover: how to tell when you are angry; psychological "facts" about anger; techniques for dealing with anger; constructive methods of communicating about your anger with another person.

WHAT WILL I BE DOING? During the two sessions participants will brainstorm, hear lecturettes, and engage in small group role playing with feedback from partners. Also, since we are evaluating this workshop, participants will complete a number of inventories and forms. This will take place at three times: early in the first session, 1-2 weeks after the workshop ends, and again 4-6 weeks after the workshop has ended. In the latter two instances, individuals will be contacted by mail and asked to complete the evaluation forms. This will be of great help to us in evaluating our services, and all information will remain strictly confidential. The first session will last about 2½ - 3 hours and the second session will last 2 hours.

HOW MANY PEOPLE WILL BE IN THE GROUP? The group will have 6-12 participants and two experienced leaders. Because of the need for random selection it is likely that not everyone who registers for the program will be able to participate. If you register you will be contacted 1-2 weeks before the workshop is to begin to inform you of whether you will be able to participate. Those who are unable to attend will be guaranteed admission to the workshop when it is next offered. We would greatly appreciate everyone who registers completing the evaluation forms.
WHAT ARE MY RESPONSIBILITIES WHEN I REGISTER FOR THE PROGRAM? Registering for the workshop should indicate a commitment to attend both sessions and to complete the evaluation forms. This will allow us to receive your reactions to the program's strengths and ways in which it might be improved.

*Counseling and Student Development Center
Northern Illinois University*
SESSION ONE

Materials Needed

- Magic markers or chalk
- Newsprint or blackboard
- Masking tape
- Poster--continuum of anger behaviors (lecturette, part 1)
- Sample books on anger--The Angry Book
- 28 Ways to Vent Your Anger
- Materials for venting anger such as egg cartons, newspapers
- Optional: Name tags
- Questionnaires

A. Introductions (10)

1. Leader introduces self and workshop:

   This is anger workshop. We will be doing a variety of activities, including getting information on anger, looking at our own ways of dealing with anger, and practicing a few methods of dealing with anger that are healthy. Important that each person feel free to participate or hold back as seems right for him or her. If anything seems too difficult, it's okay not to do it—we'll trust your judgment on that. If anyone has any special needs or problems in the workshop, please bring them up as we go along or during a break.

2. Optional: Leader may pass out self-assessment questionnaires at this point to help participants begin looking at their own ways of handling anger--see the "Evaluation" section of this manual. The questionnaires can add 5 to 15 minutes to the length of the workshop. Some participants have reported that filling out the questionnaires helps them to get a clearer sense of how they handle anger. The questionnaires are also useful for outcome research.

3. Participants introduce themselves to each other, telling the group why they are here.

4. Tell group: Before we go on, I'd like to say one very important thing that underlies this whole workshop: It is okay to feel angry. Anger is a normal, healthy emotion that everyone feels from time to time. It is neither good nor bad—it is just a fact of life. What we will be focusing on in this workshop is how we can handle our anger in healthy, responsible ways.

B. Sentence stems (2)

Give people the following stems and have them think to themselves what they would say to complete each stem. (Do not allow the pace to slow down here--move rapidly and leave out some stems if the pace seems to need it.)
One thing that makes me angry is....
Another thing that makes me angry is....
Still another thing that makes me angry is....
When I am angry I....
Another thing I may do when I am angry is....
When I am angry other people....
After I have been angry I....

C. Brainstorming (10)

1. Have group brainstorm a list of things that make them angry; write the items quickly on newsprint or a blackboard. When group has wound down, ask for a few more items, or throw in some of your own.

2. When the list seems sufficient, start a new list: What I typically do when I get angry. Make sure list includes a broad range of both constructive and destructive ways of handling anger. (Examples of items generated in previous workshops are included on page 18.)

D. Differentiation between constructive and destructive methods of dealing with anger (20)

1. Reiterate to group that anger is a natural, healthy emotion and the important issue is not to try never to feel angry, but to channel the ways in which you handle your anger so that you are being constructive rather than destructive. Destructive ways of dealing with anger are methods that result in you or someone else feeling hurt or being damaged in some way—as when you hit the other person, or put your hand through a wall, or break your favorite dish, or tell someone you care about that you hate that person. Constructive methods of dealing with anger help you to release your feelings so that you feel better, and maybe help you to change the situation that made you angry—things like hitting a tree with a stick or yelling at the ocean or telling the other person that you get really angry when s/he leaves dirty dishes in the living-room (thereby giving the other person a chance to talk the situation over with you).

2. Go over the list of examples generated by the group, discussing whether each one is an example of a constructive or destructive way of dealing with anger. Put a "c", "d", or "c/d" beside each item as appropriate.

As the group goes along, help participants see the complexities in deciding whether a given behavior is destructive or constructive. E.g.:

--Some behaviors, like having a drink, are generally destructive because they involve the person running away from the angry feelings rather than feeling and expressing them. However, they can also be useful if they allow you to cool down when you are legitimately concerned that you might become overtly destructive.
Similarly, some behaviors are fine if they help you vent your feelings without hurting anyone; but if you only vent your feelings and never try to change the situations that caused them, you are taking the easy way out and ultimately may be hurting yourself. Example: if you always "bitch" to friends about your partner, but never tell that person directly.

Some behaviors are fine in moderation, but become destructive when carried to excess (yelling at someone, for instance).

Some behaviors may be constructive when done with certain people and destructive with others. E.g., some people can tolerate yelling much better than others. Some authority figures may punish you if you confront them.

Allow time for brief questions and discussion as you go through the list, and more extensive talk at its completion.

E. Lecturette (40)

1. Nature of anger

As I said earlier, anger is a normal emotion. As an emotion it is neither good nor bad—it is just there. It is what you do with the emotion that counts—the behavior and whether the behavior into which you channel your anger is constructive or destructive. Anger is the emotion which naturally follows when you are hurt in some way or afraid of being hurt. E.g., yelling when someone steps on your toe, or getting testy when having to ski on ice if you are afraid of falling.

There is a continuum for the behaviors in which people engage as they deal with their anger (refer to poster showing the following diagram):

```
holding in                   violence
                              |                 
                              v                 |
  direct expression
in non-hurtful ways
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Anger is valuable as a danger sign—it warns you that you have been hurt or may be in danger, and it motivates you to act to reduce the danger to yourself.
If you don't let yourself deal with the anger in some constructive way it will come out in some other way. Anger can be thought of as resembling a stream. If it flows freely, it doesn't get you into much trouble. But most people tend to mistrust their anger and try to dam it up. They make a big wall behind which they store up the anger. But the wall has limits to its strength, and eventually as more and more anger builds up behind the dam, the wall reaches its limits. The result: the wall collapses, and there is a giant wave of anger that runs out of control and can be very destructive to you and to anyone who happens to be in the way. (Another image, if needed, is that of gunnysacking—throwing each angry feeling into a gunnysack until one last little thing proves to be too much and the bag explodes, showering everyone around.)

So if you ignore the anger, someone will get hurt—and frequently it won't even be the person who caused the anger in the first place. Therefore there are two things that you would be wise to do when you realize you are angry: (1) Since anger is a sign that something is hurting you or may hurt you, you should try to change the situation, so that it will no longer be dangerous; you are trying to remove the cause of the anger. (2) Because anger is a natural reaction to the dangerous situation, you need to acknowledge the validity and importance of the angry feelings, and then deal with them in some constructive way so that they are not added to the reservoir of angry feelings behind that dam. You need to channel the anger into constructive ways of trying to change the situation if you can, and expressing your feelings as appropriate and necessary.

2. Recognizing anger.

Look for certain signs.

What are some of the words people use when they are angry? (Ask group.) Synonyms include irritated, miffed, teed-off, annoyed, furious, enraged, burned, frustrated. Note that different words connote different levels of anger, but all do refer to anger. Sometimes people don't recognize their own anger because they are using a word for a small degree of anger--e.g., "Oh, no, I'm not angry, I'm just annoyed." Notice your own language—if you are using any of these synonyms for anger, then you are angry. (Verbal signs.)

People also have physiological signs of anger. When anger occurs there is an increase in blood pressure, heart rate, and tension. Frequently people don't recognize these physical symptoms. Muscle tension is a good sign to try to begin to recognize. Some people when angry feel tension in their necks, others in their arms and shoulders; others experience headaches, or stomach-aches. (To group:) Where do you feel your anger?
Another sign is what has been called the "hurt sign." Remember, anger is a natural consequence of being hurt or being afraid of being hurt. If you realize you are feeling hurt or afraid of it, there should be some anger there, too. Check yourself out; look for your own anger whenever you realize you feel hurt. You may be hiding your anger from yourself.

There are other signs that you can use to recognize your anger—behaviors that may be typical of you when you are angry. If you find yourself doing any of the things we put down on our list of things we do when we get angry, it is possible that you are feeling anger, and maybe not even recognizing it. (Give examples from list, such as sulking, being super-critical, "forgetting.")

Sometimes people don't recognize their anger at all, and other times they recognize it only later--days or even years after the original event. If you have trouble recognizing your anger, you can use these signs to help yourself begin to spot it and begin to shorten the lag period. Once you start looking for it, you'll find that the time it takes to recognize it gets shorter and shorter.

(If someone asks what you can do when you recognize anger much later, say that any of the techniques we will be talking about in the workshop can be used. It is never too late to acknowledge one's anger and express it appropriately--after all, if you are still feeling angry, then you still need to do something about it. One can even say, "You know, Mom, this may sound crazy, but I'm still angry about the time....")

3. **Inhibiting factors**

Once you recognize your anger, it is healthier to express it than to suppress it; but many people have trouble expressing it. (Ask participants to tell some of the reasons that they have trouble expressing anger.) The three primary factors seem to be:

- fear of rejection
- fear of being hurt
- fear of hurting someone else, physically or emotionally.

(The first two operate more frequently in women, the third more frequently in men.)

Note that the purpose of this workshop is to help people learn methods of dealing with anger that will not hurt others; and that if one hides one's anger out of fear of being hurt or rejected it is likely that the negative feelings will eventually lead to harmful results anyway--e.g., you may reject the person who you were afraid would reject you.

4. **Indirect versus direct expression of anger.**

When people are angry they engage in a variety of behaviors; some of these express the anger directly, others express it only indirectly.
Direct expression of anger occurs when you are aware that you are angry and you decide on some behavior as a result of your anger. These behaviors are usually positive for the person doing them, and constructive. They usually are a more or less immediate expression of current anger. Direct expressions of anger fall into three groups:

a. Verbal expression with the other person involved
b. Non-physical expression which does not include the other person—writing (letters, journals), "bitching," fantasizing, talking to an empty chair
c. Physical expression—sports, tensing muscles and relaxing them, stomping around, hitting bed with tennis racket, throwing rocks in a field, etc. (Note that the person must be feeling the anger while doing these things in order for them to help.)

When might it be wiser to use the second or third method rather than the first? (Ask the group for ideas.) Usually talking to the person involved is the best course, since it helps you understand each other, gives you a chance to change the situation. However, there are times when other methods of handling anger may be more appropriate:

Other person is:

unavailable (across the country, deceased)
unable to handle your feelings (physically or mentally ill, already overwhelmed, terrible at dealing with anger)
dangerous (in position of authority and likely to punish you)

No person that you can identify as target of your anger (angry at the weather, or that death occurs in the world).

At times like these, other ways of consciously expressing anger can be very useful.

Indirect expressions of anger are usually negative for the person and destructive, and often involve old, stored up anger. Indirect expressions can be categorized in four groups:

a. Explosion--much extra, excess anger involved
b. Slow leak--e.g., icy coldness, sarcasm, "forgetting," passive-aggressive behaviors
c. Displacement--directing it at an inappropriate individual, e.g., kicking the dog, yelling at the kids
d. Shutting down--e.g., depression, somatic symptoms
There are more detailed descriptions of a number of indirect ways of expressing anger in a book called *The Angry Book*, by Theodore Rubin. (Make book available for participants to peruse.)

Thus for the most part it is important that people try to find ways to express their anger directly, consciously, rather than bottling it up and finding that later it comes out indirectly in a way that is usually destructive to themselves or others.

5. **Removal of anger-producing thoughts.** There are times, occasionally, when you are aware of your anger and simply feel you cannot afford to let yourself stay in touch with it. For instance, you may have a very important task to accomplish and can't afford the time for expressing your anger or doing something about the situation. At a time like this you can attempt to suppress or push away your feelings, promising yourself that you will come back to them later. Or you may try to convince yourself that the matter which makes you so angry isn't really that important after all. Albert Ellis's technique of Rational Emotive Therapy can be used in this way. (A book by Ellis is included in the bibliography handed out at the end of the workshop.)

It is important, however, not to use this kind of technique excessively—it can become a cop-out which keeps you from doing the hard work you need to be doing to change the situation, and can also result in too much stored-up anger if it turns out you are actually still angry underneath.

**F. Discussion (10)**

1. **Ask for questions, etc.** Let this lead into discussion of any insights or reservations people have about the ideas covered so far.

2. **Frequently, a participant raises the point that expressing one's anger does not necessarily mean that other people will change their behavior.** The leader can acknowledge that this is certainly true, and that the angry person would do best to undertake two tasks: to change the situation that made him/her angry, if that is possible, and also to acknowledge the importance of the angry feelings and deal with them in some constructive way. If you can't change other people's behavior, at least you can express your own feelings in a way that helps you feel better. (If the participant still seems skeptical, ask the group about their experience—does it help to vent anger even when the external situation remains the same?)

3. **Another frequent topic: What if you are mad at yourself?** The group can be asked if others have that problem and how they handle it. The leader may choose to share his or her ways of handling anger at self. Self-affirming responses seem to include identifying clearly the reason for the anger; letting oneself feel the anger and express it in some way, even if minimally (e.g., telling a friend); trying to figure out how to do better in the future; and being tolerant and accepting of the fact that one is human and makes mistakes. People who get mad at themselves a lot frequently believe that they should be perfect, and that's a very destructive belief.
G. Physical expression of anger: practice session (15)

1. As we said before, physical expression of anger can be useful as a way of expressing anger when it would be inappropriate to express it directly to the person involved; or when you want to reduce the level of anger to more manageable proportions; or when there is no obvious or handy target for other kinds of expression.

There are numerous ways of expressing anger physically in non-destructive ways. We listed several in our brainstorming. There are quite a few in the book *28 Ways to Vent Your Anger* (Susan El Shamy, 1979) (Make book available to participants at end of session and during next session.) Right now we are going to practice a few. You don't have to do these things if you don't want to, but I hope you'll push yourself at least a little to try out some new things.

2. Lead the group through a series of exercises, such as:

--stomping around the room and growling
--stomping egg cartons or cardboard boxes
--dueling with other people and/or hitting objects with rolled up newspapers. (Newspapers do not damage anything except very delicate objects and white surfaces.) After people have slowed down, the newspaper can be "strangled" until it rips in half, and the pieces can be hurled into a waste basket set in the center of the group.
--dueling with encounter bats
--producing a group scream

The exercises are most effective if the leader demonstrates enthusiasm and enjoyment, and if people are allowed at least initially to act in a group rather than individually, so that they are less self-conscious. A fast pace that leaves people puffing and laughing usually has a very positive impact.

3. Ask for reactions. How did it feel? People may feel energized, less tense; headaches may have disappeared. Reinforce good feelings as examples of the benefits of releasing anger rather than storing it up.

Some participants may object that they were not feeling angry as they did the exercises. That is okay--the main purpose is to give them an idea of what the exercises are like. Having done them here, they may be able to use them later on when they are experiencing some anger.

During the discussion you may want to include additional points, such as:

--Some people find it helpful in this kind of experience to set a kitchen timer to allow themselves two or five minutes for the venting of anger, thus setting parameters.
--People need to respect their own limits. If they have a genuine and realistic fear that a given exercise may cause them to lose control and become destructive, then it may be wise for them to avoid that behavior. If they are not sure whether this is the case or not, they might try doing the behavior along with a trusted friend.

--People who are overly inhibited might benefit from finding a friend who is comfortable with expressing anger and can act as an "instigator" for physical expression of anger when it is appropriate.

H. Homework and wrap-up (5)

1. Ask participants that before the second session they practice at least one of the methods of expressing anger discussed today. They should choose one that is unusual for them and experiment with it.

2. Ask for any remaining questions or issues about today's session.
Examples of Lists from Brainstorming Exercise

WAYS IN WHICH PEOPLE EXPRESS ANGER

Deep breathing
Cry
Change of character
Get angry again later
Relaxation technique
Write long, nasty letters
Swimming and lifting weights
Racquetball
Listen to music
Talk to a friend
Toss and turn
Headaches
Charley horses
Grind teeth
Upset stomach
Feel trapped

Talk to self
Depressed
Quiet
Yell
Hit people and things
Irrational actions or speech
Throw things
Push people away
Write in a journal
Walk away and try to work it out
Revenge
Drift away
Anxious
Frustrated
Withdraw
Brew

WHEN I GET ANGRY

C/D Yell/scream
D Nothing
D Sleep
C/D Drive
D Eat
C Walk
C Run
C/D Party
C/D Be quiet
C Draw
C/D Bitchy
? Smoke pot
C/D Music
D Seethe
D Drink
D TV
C Chores
? Spend money
C Talk to friend
D Give it to wrong person
D Talk behind person's back
D Get sick
D Don't eat

D Headaches
? Kick things
? Hit things
? Hit walls
D Rationalize
? Throw things
? Feel like throwing things
D Crack knuckles
D Squirm
C Stomp feet
D Clench teeth
D Avoid things; procrastinate
? Cry
D Depressed
D Stare out window
D Isolation
D Question values
C Take shower
C Bike ride
? Shake all over
? Tight stomach
? Complain
SESSION TWO

Materials Needed

- Magic markers or chalk
- Newsprint or blackboard
- Masking tape
- Posters—Model for dealing with anger
  Steps in communication of anger
- Handout
- Sample books on anger—The Angry Book, 28 Ways to Vent Your Anger
- Optional: Posters from previous session, including lists of ideas from brainstorming
- Name tags
- Questionnaires

A. Getting started (10)

1. Ask participants to tell each other what they tried for homework, how it worked out, etc. If some members did not do the homework, help them explore reasons why they may have avoided it. Be supportive of any efforts by group members to react to each other's remarks.

2. Let this discussion lead into consideration of any questions, reservations, etc., that participants may have about the ideas covered in the previous session.

B. Model for dealing with anger (15)

1. Last time we practiced one method of dealing with anger, the direct, physical expression of anger; we also talked about several other ways of dealing with it—telling the person involved, and expressing it without the other person being involved. How do you decide which of these methods to use? The following model can be useful in making a decision.

2. Present the model, using a poster of the following diagram:

[Diagram showing the model for dealing with anger, including steps for awareness of anger, assessment of effectiveness of actions, assessment of situation, action, and removal of anger-creating thoughts.]

- Awareness of anger:
  1. The feeling
  2. The cause

- Assessment of effectiveness of actions:
  1. How did it affect others?
  2. How did it affect me?
  3. Am I still angry?

- Assessment of situation:
  1. External (how others are)
  2. Internal (yourself—e.g., how important is this to you?)

- Leads to decision of how to react

- Action:
  Expression of anger (direct)
  or
  Removal of anger-creating thoughts
3. Demonstrate how the model would be used in deciding how to deal with a sample situation. Possible situation: Your mother has made social plans to fill your entire vacation. For each phase of the model, ask the group to come up with factors that might influence the decision of how to handle your anger.

4. Ask for questions or concerns.

C. Steps in communication of anger to another person (7)

1. If the decision is made to communicate your anger directly to the other person, there are a number of helpful guidelines.

2. Explain the guidelines, using a wall poster as a visual aid and giving examples.

<table>
<thead>
<tr>
<th>Poster*</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Define one topic</td>
<td>Deal with one topic at a time. &quot;Kitchen sink&quot; arguments are too complicated to resolve.</td>
</tr>
<tr>
<td>b. Get attention of receiver</td>
<td></td>
</tr>
<tr>
<td>c. Set the stage</td>
<td>Make sure the person is ready &amp; willing. Arrange for privacy and sufficient time.</td>
</tr>
<tr>
<td>d. Make a simple, clear statement</td>
<td>&quot;I am angry that . . . .&quot;</td>
</tr>
<tr>
<td>e. Stick to the topic</td>
<td>Don't get sidetracked by red herrings. Use the &quot;broken record&quot; technique: &quot;Yes, I may sometimes leave my socks on the floor, too, but what I'm saying is....&quot;</td>
</tr>
<tr>
<td>f. Ask for reaction/ response</td>
<td>Check out how the message was heard. Listen to the other's response.</td>
</tr>
<tr>
<td>g. Clarify if needed, without digressing</td>
<td></td>
</tr>
<tr>
<td>h. Continue discussion as appropriate</td>
<td></td>
</tr>
<tr>
<td>i. Stop, and come back to the topic later if necessary</td>
<td>Dragging on too long can become unproductive. You or other may need time to think. Arrange to discuss again if not yet resolved.</td>
</tr>
</tbody>
</table>

D. Role play of communication of anger to other person (60)

1. Have each participant think of a situation in which s/he felt angry at another person, a situation the person is willing to share with other members of the group.

2. Demonstrate use of the triad model for role playing. One leader of the group (or a participant if there is only one leader) plays the part of the person who is angry; a group member is the person receiving the anger; and the other leader is the observer. The two actors role play for about two minutes responding back and forth. The observer then gives feedback, pointing out ways in which the angry person did well at communicating anger in a constructive way, and ways in which the person could do better. The observer checks out whether the angry person understands the feedback. The person receiving the anger then gives feedback on how it felt to receive the angry person's messages (both verbal and non-verbal). The angry person then asks questions or otherwise responds. Next the angry person acts out the role play again, making use of the feedback and getting further feedback at the end. As time permits, this process can be continued until the role play seems appropriately powerful.

3. Examples of behaviors that might be noted in feedback include:

   - voice quality
   - body posture
   - eye contact
   - inappropriate smiling
   - getting side-tracked
   - failure to listen to the other
   - listening too much to the other
   - clarity of message
   - hostile attitude
   - overly-nice attitude
   - non-specific communication of additional causes of anger
   - backing down prematurely

4. Ask if there are any questions about the role play technique.

5. Have group divide into groups of three and take turns playing the different roles. Add one extra observer to one or two groups if necessary rather than trying to fill out a group by participating yourself.

As the small groups practice, circulate among them, being alert for misinterpretations of the instructions. Help out any group that seem to get stuck with a particularly difficult problem. Alert the groups when a third and two-thirds of the allotted time has elapsed, so that all members will have a chance to role play the angry person. (Allow about 10 minutes for each person's role play.)

The small groups are usually delightfully good at giving both positive and negative feedback in a way that is both honest and supportive.

6. Reconvene the large group and ask for reactions, observations, etc.
During the discussion participants may object that this technique cannot be used with everyone, may get you into trouble with some people, etc. The leader can say that the model is a skeleton outline of essential points, but that in practice you will need to use discretion and sensitivity.

--When a person is likely to be dangerous to you if you try direct discussion of your anger, then you may choose not to do it.

--If the person would withdraw and get terribly upset if you said "I am angry at you because..." you may decide to say something softer, like "I'm bothered a little..." or "I had a little trouble when you..."

--The other person is likely to respond favorably if s/he feels that you understand his/her perspective. You may be able to acknowledge the person's feelings while still maintaining your own point. Example: "Ted, I felt really put down when you ignored me while we were with George. I know you feel nervous around him, and had your mind on other things, but I wish you'd responded more when I tried to jump into the conversation."

E. Discussion (10)

Step 6 above usually leads naturally into somewhat freewheeling discussion of issues and concerns that have been aroused during the course of the workshop.

F. Old versus current anger (5)

1. This issue may come up during the previous discussion, and may be addressed at that time.

2. Information to be conveyed:

Sometimes when people begin trying to deal with their anger in healthy ways they find that they are getting angry more frequently and more intensely than they think appropriate. They may just be unused to normal levels of anger, and need time to get used to them. Or they may have been storing up so much anger for so long that now the old anger is leaking out whenever the person tries to deal with a legitimate current concern. Example: You sit down with your sister to tell her that you are angry and hurt that she didn't send you a birthday present. But you find yourself furious at her, and as you think about it you realize that you are also angry for the fact that she has seldom given you presents prior to this, and in addition she got more than her share when you were children. Your current anger over this birthday present is being augmented by all the old issues that you have not previously dealt with.

This workshop has concentrated on ways of dealing with current, here-and-now anger. If you realize that you are also experiencing a resurgence of old anger, you might consider the following:
--Let people close to you know what is happening. For awhile you might seem inordinately angry, but as the old anger bleeds off with the new, the old stores of anger will diminish and you will seem like a reasonably tolerable person.

--You can hasten this process if you begin to express the old anger in a more systematic way by noting old issues, recognizing them as old but still bothersome, and then expressing your feelings about them either to the person involved, or using some of the other techniques we are exploring in this workshop.

--If these measures seem inadequate, and you feel your old anger is giving you significant problems, you might considering seeing a counselor or therapist to help you work through your old feelings.

There is another problem which may warrant seeing a therapist: sometimes people who find they are chronically angry are continually generating new anger for themselves, or having trouble letting go of their old anger. A therapist can help them get themselves out of these destructive patterns.

G. Steps from here: how to change (5)

1. This workshop cannot be the final answer to your problems with anger. We've tried to cover a lot of ideas to stimulate your thinking, and have you start practicing a few skills, but this can only be a beginning. We haven't been able to cover all the nuances of how to handle anger wisely, or remove all the hang-ups you may have about anger. But hopefully you can use ideas from the workshop to help you work on becoming better and better at handling your angry feelings.

2. The difficulties people have with anger usually fall into one or more of these categories:

   permission to feel or express it
   recognition of the feelings when they occur
   expression of the feelings in constructive ways

   Each participant should note which of these three areas is a problem for her or him and make plans for improving.

3. In attempting to change, you may find the following suggestions helpful:

   a. Work at it gradually, not expecting yourself to accomplish the whole job instantly. Divide it into smaller, more easily accomplished tasks. (Give examples.) Set concrete goals for yourself.

   b. Arrange practice sessions for yourself sometimes, similar to what we've done in the workshop.
c. Enlist the help of your friends and family. Let them know what you are trying to do and how they can help. (Example: telling you when you seem to them possibly angry; making a contract that you will both try to be honest with each other about your anger; letting you know whether your anger communications are too soft or overpowering or diffuse, etc.)

d. Remind yourself that the job is difficult, but rewarding. Don't perseverate on set-backs--just keep plugging away.

H. Reactions and wrap-up (8)

1. Ask for reactions to the previous material, and to the workshop in general.

2. Pass out evaluation forms.

3. Give participants copies of handouts to take with them.

l. Optional: Post-test questionnaires
Questions to ask in preparation for expression of anger:

1. Am I merely annoyed with this person or am I really angry?
2. At what point will my frustrations boil over?
3. Do I have real evidence that something is seriously wrong?
4. Should I really fight about this or not?
5. How afraid am I of this fight?
6. How afraid am I of rejection?
7. Am I ready to be honest as well as tactful in this encounter?
8. Am I sure that I have identified the true issue and am not about to do battle about a trivial matter that actually camouflages another, deeper grievance?
9. Am I ready to follow up my anger with a specific demand for change in the status quo?

Questions to ask yourself after an anger expression:

1. What have I learned from this fight?
2. How badly was I hurt?
3. How was my partner hurt?
4. How valuable was this fight for letting off steam?
5. How useful was it in revealing new information?
6. What do I think about the new positions arrived at?

Four irrational statements we tell ourselves which make us angry:

1. How awful for you to have treated me unfairly.
2. I can't stand your treating me in such an irresponsible and unjust manner.
3. You should not, must not, behave that way toward me.
4. Because you have acted in that manner toward me, I find you a terrible person who deserves nothing good in life, and who should get punished for treating me so.

Thoughts and attitudes which block expression of anger:

1. Getting angry is destructive and wasteful.
2. If I tell that person how I really feel, s/he won't be able to take it.
3. If I let go of my aggressive feeling, I'll lose control over myself.
4. It's "inappropriate" behavior.
5. If I'm open about these feelings they'll reject me.
6. I'm afraid of what they'll do in return.

---

2 The Intimate Enemy, Bach and Wyden, pp. 98-100.
3 How to Live With and Without Anger, Albert Ellis.
4 Creative Aggression, Bach and Goldberg, pp. 154-157.
Readings for Further Work on Dealing with Anger

This is the definitive book of assertiveness training and probably the best of the assertiveness books. It has been divided into two parts. The first part outlines the differences, complete with examples, among assertive, non-assertive, and aggressive behavior. This includes a variety of situations ranging from dealing with anger to being responsible for the consequences of being assertive. It includes therapeutic facilitation, applications of assertiveness training, and an inventory to help assess your own assertiveness.

Creative Aggression suggests that the way we are socialized to be nice is wrecking our lives. Bach and Goldberg look at the "nice" people in our society, the not so nice, and how to constructively rework the aggressive feelings we have. Crazymaking is an outcome of the "nice" society.

An underlying message of this book is that constructively expressing aggression and/or anger is as necessary as expressing love. Bach and Wyden focus on suggestions for fair fighting--e.g., ideas for how to make a fight better and exercises for warming up and cooling down.

Ellis, Albert. How to Live With--and Without--Anger.
Albert Ellis' Rational Emotive Therapy theory of counseling and self-talk suggests that each of us operates on beliefs which in many cases may be irrational. The four irrational beliefs most commonly held leading to anger are awfulizing, musterbation, I-can't-stand-it-itis, and underserving. Ellis promotes a method of dealing with anger which depends solely on the individual.

El-Shamy, Susan. 28 Ways to Vent Your Anger: A Book of Anger Exercises. Crescent Publications (P.O. Box 2495, Bloomington, IN 47402), 1979.
With delightful cartoons and informal prose, this book presents methods for non-verbal expression of anger. It does an excellent job of helping the reader to reduce fears about venting anger, and begin to see it as an attractive alternative to old patterns. Sample exercises: "The Two Minute Growl" and "Fierce Faces."

A very important and delightful book for teachers to read. Lederman exhibits a powerful awareness of her students and their emotions.

The book, which addresses specific issues that are likely to be problems especially for women, contains a chapter on being assertive with anger. It includes exercises for helping yourself practice new ways of expressing your feelings.

A good book for people who believe it is better to push away anger than to show it. Rubin argues that once anger is present, it expresses itself in some manner, even if that manner is disguised. He describes over forty ways in which such buried anger may be expressed—from guilt to over-sleeping to grudge-carrying.

G. Frenzel, L. Thomas, J. Strouss, P. Semmelman, Ohio State University and University of Rhode Island.
COPING WITH ANGER

Model for Dealing with Anger

Awareness of anger
1. The feeling
2. The cause

Assessment of situation
1. External (how others are)
2. Internal (yourself—e.g. how important is this to you?)
Leads to decision of how to react

Assessment of effectiveness of actions
How did it affect others?
How did it affect me?
Am I still angry?

Action
Expression of anger (direct)
or
Removal of anger—creating thoughts

Steps in communication of anger to another person

1. Define one topic.
2. Get attention of receiver.
3. Set the stage.
4. Make a simple, clear statement.
5. Stick to the topic.
6. Ask for reaction/response.
7. Clarify if needed, without digressing.
8. Continue discussion as appropriate.
9. Stop, and come back to the topic later if necessary.

1Adapted from The Intimate Enemy, Bach and Wyden, p. 127.
Format Evaluation. Several questionnaires have been used to evaluate the effectiveness of this workshop's format. On page 31 is a questionnaire designed specifically for the Coping with Anger workshop. Alternatively, the leader may want to consider a very unstructured evaluation, in which each participant is given a blank sheet of paper and told "We are very interested in continuing to revise this workshop to make it as effective as possible, and would appreciate it if you would write down what was most helpful about the workshop, and then how it could have been better for you." The participants sometimes find it helpful if the two topics, "Most helpful" and "How it could be better" are listed on newsprint or the blackboard.

The leader can also contribute to broad scale research on the effectiveness of structured groups by using the questionnaire reproduced on page 32. This form was developed by Samuel Stockwell of the Clearinghouse for Structured Group Programs, University of Rhode Island, for use with a variety of workshops, regardless of the specific workshop topics. Once participants have filled out the questionnaire, the leader is asked to send the forms to the Clearinghouse at the Office of Counseling and Student Development, Roosevelt Hall, URI, Kingston, RI 02881. The leader's agency is given a 5¢ credit for each form submitted (the credits can be applied toward purchase of other materials distributed by the Clearinghouse.) It is hoped that compilation of a pool of data on workshops conducted across the country and on a wide variety of topics will eventuate in useful evaluation studies.

Finally, the author of this manual is greatly interested in information which can lead to improvement of the manual, and will greatly appreciate feedback. Comments directly to me can be sent to the Office of Counseling and Student Development, Roosevelt Hall, URI, Kingston, RI 02881. I would also appreciate the leader's filling out the questionnaire on page 33 and returning it to the Clearinghouse for use in the Clearinghouse's programs of feedback to program authors and ongoing evaluation research.

Criterion Referenced Evaluation. A number of standardized and experimental questionnaires have been developed which look at the ways in which an individual handles anger. The author is currently administering a rather large battery of tests to workshop participants, employing a pre-, post-, follow-up design; this pilot study is a first step in looking at effects of the workshop on participants' ability to handle anger. At the suggestion of Dan Hynan, Northern Illinois University, the battery includes:

Hopkins Symptom Checklist. Contact Ronald S. Lipman, Ph.D., Chief, Clinical Studies Section, Psychopharmacology Research Branch, National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD 20857.


Target Complaints. See Battle, et al., American Journal of Psychotherapy, 1966, 20, 184-192. (The questionnaire itself has the title "Anger Questionnaire" when it is administered.)

Another questionnaire in the battery is entitled "Anger Characteristics," devised by this author as an attempt to quickly categorize people along two continua of anger expressiveness: frequency and intensity. The questionnaire is strictly experimental at this time and is reproduced on page 34.

It would be greatly appreciated if readers using any of these questionnaires would share their results with this author, including information on demographic characteristics of the participants and when in relationship to the workshop the questionnaires were administered.
COPING WITH ANGER WORKSHOP
Evaluation

Rate how effective the program was in helping you to:

<table>
<thead>
<tr>
<th></th>
<th>Not Effective</th>
<th>Somewhat Effective</th>
<th>Very Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand how anger works in general</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>understand your own anger reactions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>develop more helpful ways of dealing with your own anger</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

How effective were these parts of the program?

<table>
<thead>
<tr>
<th></th>
<th>Not Effective</th>
<th>Somewhat Effective</th>
<th>Very Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Lectureettes</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Discussions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Practice in non-verbal expression of anger</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Homework</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Role playing communication of anger</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

How would you rate your overall experience in the workshop?

<table>
<thead>
<tr>
<th></th>
<th>Very Negative</th>
<th>Somewhat Positive</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Would you recommend the program to a friend?

No____ Not sure____ Yes____

How effective were your group leaders in helping you achieve the goals of the workshop?

<table>
<thead>
<tr>
<th></th>
<th>Not Effective</th>
<th>Somewhat Effective</th>
<th>Very Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader 1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Leader 2</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

How sensitive were the leaders to your concerns?

<table>
<thead>
<tr>
<th></th>
<th>Not Sensitive</th>
<th>Somewhat Sensitive</th>
<th>Very Sensitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader 1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Leader 2</td>
<td>1</td>
<td>2</td>
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</table>

What suggestions do you have for the leaders?

___________________________________________

How do you think the program can be improved?

___________________________________________
CSG PARTICIPANT QUESTIONNAIRE
(to be completed by each participant)

PROGRAM ATTENDED

Please circle your response:

A. SEX: 1 - female  2 - male

B. AGE:  1 - under 15  2 - 15-25  3 - 26-35  4 - 36-45  5 - 46-55  6 - over 55

C. WHERE DID YOU HEAR ABOUT THE PROGRAM?

1 - Poster/flyer/newspaper  4 - Radio/TV  7 - Boss/colleague
2 - Class announcement  5 - Friend/acquaintance  8 - Other (specify)
3 - Religious leader  6 - Counselor/therapist

D. HOW MANY PROGRAM SESSIONS DID YOU ATTEND?________________________

E. HOW MANY TOTAL HOURS DID YOU ATTEND (round off to half hour)?________________________

F. HOW WOULD YOU RATE YOUR OVERALL EXPERIENCE IN THE PROGRAM?  

Very negative -------- Very positive


G. HOW INVESTED WERE YOU IN THE SUBJECT OF THE PROGRAM?

Very uninvested -------- Very invested


H. HOW EFFECTIVE WAS THE PROGRAM IN HELPING YOU TO UNDERSTAND PERSONAL CHANGES YOU WOULD LIKE TO MAKE?

Very ineffective -------- Very effective


I. HOW MUCH HAVE YOU CHANGED AS A RESULT OF THIS PROGRAM?

Very negatively -------- Very positively


J. HOW MUCH DO YOU EXPECT YOU WILL CHANGE AS A RESULT OF THIS PROGRAM?

Very negatively -------- Very positively


K. HOW EFFECTIVE WAS THE PROGRAM LEADERSHIP?

Very ineffective -------- Very effective


L. THIS PROGRAM FOCUSED PRIMARILY UPON HELPING PARTICIPANTS (Circle one):

1) develop skills in dealing with other people
2) deal with issues arising within themselves
3) cope with major life changes

M. COMMENTS________________________

________________________
CSG LEADER QUESTIONNAIRE
(To be completed by each leader/co-leader)

PROGRAM NAME

MANUAL NUMBER BEGINNING & ENDING DATE OF PROGRAM

A. In what setting was the program conducted? (Circle one)
   1. college or university setting
   2. primary or secondary school setting
   3. church or religious setting
   4. hospital/medical setting
   5. community mental health center setting
   6. business or industrial setting
   7. other (please specify)

B. How many participants attended the first session of this program?

C. How many participants attended the final session of this program?

D. How many program sessions were held?

E. How many total hours was the program in session? (round off to the half hour)?

F. How would you rate the overall quality of the program manual?

<table>
<thead>
<tr>
<th>Very Poor Quality</th>
<th>Very High Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

G. Approximately what percentage of group time was devoted to activities suggested by the program manual? (Circle one)

   | 50% | 60% | 70% | 80% | 90% | 100% |

H. How invested were you in the subject of this program?

<table>
<thead>
<tr>
<th>Very uninvested</th>
<th>Very invested</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td>5</td>
<td>6</td>
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<tr>
<td>7</td>
<td></td>
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</tbody>
</table>

I. What comments would you like to make regarding the strengths, weaknesses, etc. of this program?

J. Other comments: